

## STUDENTS' APPRECIATION OF IMPLEMENTATION OF TECHNOLOGY-BASED PAI LECTURES AT SRIWIJAYA UNIVERSITY

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**Abstract:** This study aims to determine the appreciation given by students to the implementation of technology-based PAI lectures, especially during the pandemic. The implementation of PAI lectures, especially at this time, cannot be separated from the utilisation of technological advances. Learning activities like this, of course, cause a lot of problems, both for educators and students. It does not rule out the possibility of complaints arising from students regarding the learning process like this. The research method used is a descriptive qualitative method, by providing a closed questionnaire with a Likert scale used for data collection. The results of this study show that the appreciation given by students to the implementation of technology-based PAI lectures is diverse; including very good, good, quite good, and less good. The response was very good for the material component of PAI lectures and the ability/competence of lecturers in delivering the material. As for the other eight components, most students stated that it was good, although there were also those who stated that it was quite good with a small number, and there was even one student who stated that it was not good for the component of how to overcome problems that arise in PAI lectures.

**Keywords:** Student Appreciation; Implementation of PAI Learning, Technology.

### INTRODUCTION

The use of technology is something that is very important during the co-19 pandemic which provides a new paradigm for assessing at all levels of education (Mansyur, 2020: 121). In its implementation, of course, education cannot be separated from several elements contained including planning, implementation, and evaluation. The implementation in PAI lectures carried out aims to make the material delivered acceptable and easily understood by students. In connection with this, innovation is needed for lecturers in its implementation in order to create an effective and enjoyable learning atmosphere for students.

Information and communication technology has an important role in the pulse of current activities and future periods, one of which is in the element of education (Mushfi, 2019: 29). The development of technology and information that is so great today has brought changes and gave birth to new things for the world of education, where the learning process can be carried out without presenting an educator. So students can learn at different times and locations and can interact with their teachers even though remotely.

Education as a process of transferring knowledge to students and a

process for self-improvement must still be carried out even during the current covid19 pandemic. Of course, the implementation must be in accordance with the procedures and regulations that have been determined and cannot be separated from the objectives to be achieved in this education. In order for everything to be achieved properly, education must adapt to a situation where all learning activities are not carried out directly or face-to-face, but rather emphasise on line or distance learning (online) which tends to use technological advances.

The use of technology in this study is by utilising media, such as hardware and software devices, *e-Learning*, zoom meeting applications and internet networks. The use of these media aims to convey information and transfer lecture material and to reach students wherever they are. This kind of learning activity, besides providing convenience, one of which is not limited by place, of course, also causes a lot of problems, both from educators and students. The limitations of students and lecturers in using and accessing learning media in the form of laptops, weak telecommunications networks or signals, and quota costs that must be fulfilled are one of the causes of not being able to create good learning. It does not rule out the possibility of complaints arising from students regarding the learning process like this. Sometimes complaints are mostly felt by students without being known by the lecturer teaching the subject. It is possible that it will repeat itself in the implementation of the next lecture. To maintain harmony in the implementation of lectures, therefore, the author feels interested in knowing the responses given by students to the

implementation of technology-based PAI lectures, which can be used as an evaluation for all PAI lecturers in creating an effective learning atmosphere.

Appreciation itself is an assessment of an effort or achievement. Appreciation does not have to be given in the form of objects, but can also be given in the form of praise, congratulations, or expressions of pride (Kirana, 2020: 176).

While the appreciation referred to in this study is in the form of responses given by students during PAI lectures by utilising technological advances.

In learning, appreciation or response is needed. According to Skinner, in the teaching and learning process activities must pay attention to reinforcement, which is related to stimulus and response. Positive reinforcement is generally in the form of appreciation, gifts, awards, behaviour and others. While negative reinforcement is in the form of no appreciation of the task done, unpleasant behaviour and so on. Reinforcement in the learning process is very necessary and can be used as motivation for students and teachers to behave correctly in accordance with their wishes. According to Skinner's learning theory, that a teaching and learning activity is very dependent on the response that has been done by a person. Therefore, a response is needed to form a good and comfortable learning environment, and can minimise the occurrence of errors.

The student appreciation research itself is in the form of student assessment of the PAI lecture process, both in the form of the quality of facilities and infrastructure, comfort when carrying out PAI lectures, the suitability of the implementation of PAI lecture

time/schedule, the content of the material delivered, student understanding of the material delivered by the lecturer, the effectiveness of PAI lectures, Lecturers' ability/competence in delivering materials, the process of interaction/communication with lecturers in PAI lectures, and overcoming problems that arise during technology-based PAI lectures.

Based on the description and background above, there are several problems that need to be studied, namely 1) How is the implementation of technology-based PAI lectures? 2) How is student appreciation of the implementation of technology-based PAI lectures?

## **METHODS**

This research is a survey research with descriptive methods (Yuliansyah, 2016). According to Ardian (2013) survey research is research using questionnaires as data collection instruments. The aim is to obtain data in the form of a number of responses given by several students who are considered to represent a certain population. Respondents in this study were students of the Faculty of Teacher Training and Education (FKIP), Sriwijaya University, totalling 100 students who had taken Islamic Religious Education courses. Data collection was conducted through a closed Likert-scale questionnaire (Nurabadi et al., 2021) using *Googleform* media, including the quality of facilities and infrastructure for technology-based online Islamic Religious Education lectures, comfort when conducting Islamic Religious Education lectures, the suitability of the implementation of the time/schedule of Islamic Religious Education lectures, the content of Islamic

Religious Education lecture material, student understanding of the material delivered by the lecturer, the effectiveness of Islamic Religious Education lectures, the ability/competence of the lecturer, the methods used, and the process of interaction/communication with the lecturer.

After the data was collected, it was analysed using a qualitative analysis scheme (Setyosari, 2016; Sugiyono, 2011).. To check the validity of the research data, triangulation was carried out, namely checking data from various sources to get data from different sources with the same technique on different respondents.

## **RESULTS**

### **Implementation of PAI Lectures**

Islamic Religious Education courses are included in the group of general courses that must be attended by students. This course is carried out in the first year, in semester 1 (odd) and 2 (even), specifically for new students. However, it does not rule out the possibility that there are also upper semester students who take this course, usually for students who have problems with the value of the course.

This course consists of 16 meetings with a total of 2 credits in 100 minutes. In the normal era, the implementation of Islamic Religion lectures was carried out offline at the Unsri al-Ghazali mosque, but during the covid-19 pandemic the implementation was carried out online. For odd semesters, it usually starts from August to December, while for even semesters it starts from January to May.

### **PAI Lecture Methods**

The method is a method used in the lecture process. The use of this method is

none other than to achieve the expected goals. In addition, the use of appropriate methods is expected to create an effective and enjoyable learning atmosphere.

Some of the methods used in Islamic Religion lectures include:

#### 1. Lecture method

This method is used to provide information or transfer knowledge to students. In its use, this method is varied with other methods, so that learning is more interesting and not boring.

#### 2. Assignment Method

According to Syaiful Sagala (2003: 219), the assignment or Resitation method is "a way of presenting subject matter in which the teacher gives certain tasks so that students carry out learning activities, then they must be held accountable". Meanwhile, according to Syaiful Bahri Djamarah (2002:235), the assignment or Resitation method is a job that students must complete without being tied to a place. In PAI lectures themselves, the method of giving assignments to students as a way to create learning interactions, both individually and in groups. The form of assignments given is in the form of memorisation of Al-Qur'an verses that have been determined by each lecturer, doing practice questions, UTS and UAS, case studies, resumes, and making papers. The assignment is given so that students are active in learning, especially studying religious knowledge.

#### 3. Discussion and Q&A Method

Discussion and question and answer methods are methods that are often used in PAI lectures. The use of this method aims to train students to have the courage to appear in public, to express

their ideas and opinions. Thus, they have the courage to speak and express their opinions, as well as train them to be able to respect the opinions of others. In addition, in the application of this method, all students are usually active and enthusiastic in attending lectures.

#### 4. Demonstration Method

The demonstration method also needs to be used, especially when discussing material about fiqh. In PAI lecture materials, there are several materials whose delivery is required by demonstrating, modelling, and practising them so that students can easily understand them. Lecturers practise directly on how to perform ablutions, tayamum, prayers, and funerals. Then the lecturer also gave the opportunity to students to practice it in front of other students.

#### **PAI Lecture Flatpon**

Technology-based lectures are meant to carry out lectures by utilising technological advances as a means and media in lecture activities. The use of this media is carried out during the covid-9 pandemic, where lectures take place online, during in accordance with established regulations.

In order for the material conveyed to be well understood by students, of course, in its implementation it must pay attention to the facilities and media used, one of which is to take advantage of technological advances.

Technology is the result of the development of science that is used as a means to support learning, both as an information tool (i.e. as a means of accessing information) and as a learning

tool (as a means of supporting learning activities and tasks).

Communication as an educational medium is carried out using communication media such as telephones, computers, the internet, e-mail and so on. Interaction between teachers and students is not only done through face-to-face relationships but also by using these media. Teachers can provide services without having to deal directly with students. Similarly, students can obtain information in a broad scope from various sources of cyber space media using computers or the internet.

In the world of education, technological advances used have an extraordinary role and benefits and have provided new colours in the education system known by various terms including e-learning, distance learning, online learning, web-based learning, computer-based learning, and virtual class rooms, where all of these terminologies refer to the same understanding, namely information technology-based education (Wahjono: 2015).

In addition, the purpose of using this technology is to create an effective and fun learning atmosphere so that students do not feel bored Information and Communication Technology is an important element in the life of the nation and state. The role of information technology in human activities at this time is so great and has become the main facility in various activities in the life sector, one of which is the world of education which affects the learning process (Rosenberg: 2001). Therefore, it is very important that its use is carried out in a varied manner that is adjusted to the learning material in order to create an effective and enjoyable learning

atmosphere. So that in the end it will produce output that is very beneficial both for humans as individuals themselves and for all sectors of life (Ibnu Rusydi: 2017).

**Student Appreciation of the Implementation of PAI Lectures**

The data obtained shows that students' appreciation of PAI lectures is diverse. Some stated that it was very good, good, and quite good. Overall, it can be concluded that students' appreciation of the implementation of technology-based PAI lectures is good.

**Facilities and Infrastructure for technology-based online PAI lectures**



Facilities and infrastructure are very important in the lecture process. The limitations of these facilities and infrastructure cause the implementation of lectures to not run well. The facilities and infrastructure in question are the platforms used in lectures, including; e-Learning, Zoom Meeting, Google Meeting, Google Classroom, and Whatsapp.

The implementation of lectures using several platforms can run well and can be followed by students. This is based on the results obtained that 51 students stated that it was good, even 45 others stated that it was very good to use the platform, which was used in a variety of ways so that it did not cause boredom. In addition, there were 4 students who stated



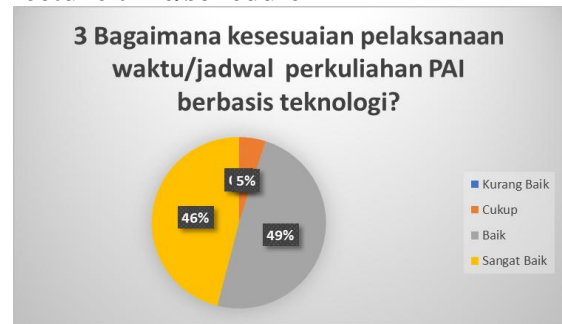
that it was quite good, this was because in using this media sometimes there were various obstacles such as weak networks, limited quota, lack of devices used, and location / place of residence. Some of these obstacles cause lectures to run less well.

**Comfortable atmosphere when conducting lectures**



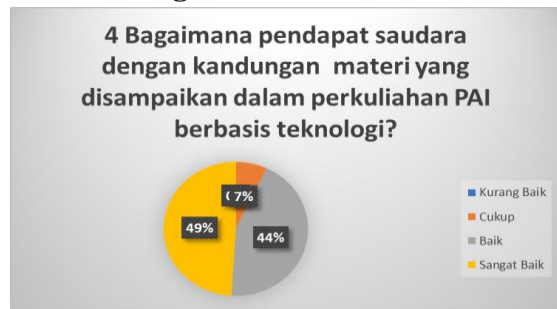
Many factors influence the creation of an effective learning process. These factors consist of internal and external factors. One of the internal factors that need to be considered is the comfort of the atmosphere during lectures. The comfort of the atmosphere in question is a lecture atmosphere without any disturbances and problems that arise, such as a noisy atmosphere that can interfere with concentration during lectures. During the implementation of PAI lectures, the comfort of the atmosphere was well created. This can be seen from the responses given, that 52 students stated that it was good. There were even 43 students who responded very well. The comfortable atmosphere in learning was addressed by deactivating the voices of all students, except for the presenters only; lecturers or students. Thus, noises will not be heard and students will not be disturbed by other sounds coming from the place where students are at that time.

**Appropriateness of implementation of lecture time/schedule**



The implementation of PAI lectures took place well, in accordance with the schedule/time given. The details of the students' statements are 49 students gave good statements, 47 students stated very good, and 5 other students stated quite good. In general, it can be concluded that the implementation of PAI lectures can take place according to the time and schedule that has been set. In its implementation, it does not interfere with the time/schedule of other subjects, because the schedule provisions have been well arranged. In addition, at the beginning of the meeting and the end of the lecture, the implementation is always right with the time/schedule that has been determined so that students do not feel disturbed by other courses. However, sometimes there are also schedule changes submitted by some lecturers. These changes sometimes interfere with the schedule of religious courses which causes changes again. However, this can be overcome through deliberation between lecturers and students in determining when the right schedule is to carry out lectures.

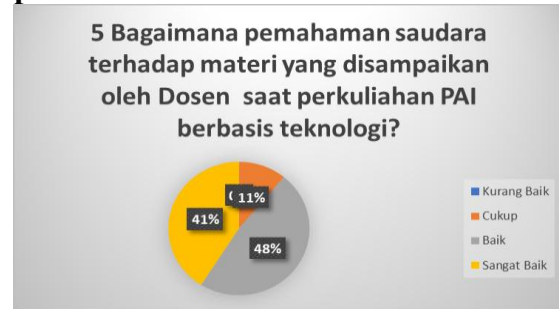
**Islamic Religion Lecture Materials**



The material for Islamic Religion lectures consists of creed, sharia'ah and morals. The material of belief includes the concept of divinity, believing in the existence of God through the creation of humans and the universe, as well as faith and piety. Sharia material discusses the rules and guidelines that must be obeyed by students as humans, creatures of God in achieving happiness in this world and the hereafter. These rules and guidelines teach about what can and cannot be done, and instil awareness of the importance of creating good relationships, to God (hablumminallah) and to fellow humans (hablumminannas). Furthermore, moral material includes a discussion of attitudes and behaviours that must be implemented by a Muslim in all aspects of life.

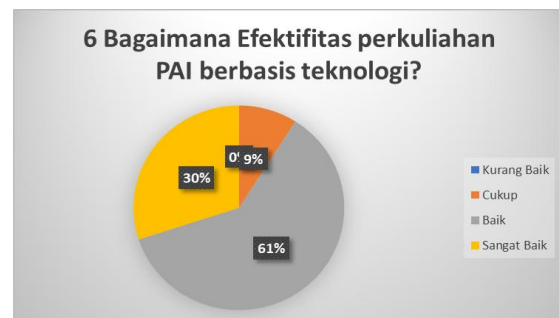
The responses given by students to the PAI lecture materials are diverse, including 49 students stating very good, 44 students stating good, and 7 students stating quite good. From these data, based on the largest number of students, it can be concluded that the material provided is very good.

**Understanding of the material presented**



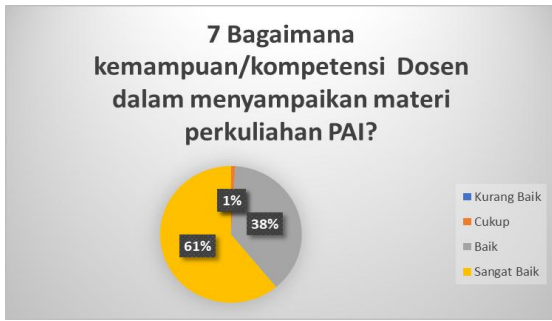
The delivery of material online sometimes causes various obstacles and problems. This certainly disrupts the learning atmosphere and affects the results to be achieved. For students who have no problems, of course, they can understand the material presented. However, for students who experience problems, it will certainly interfere with concentration in learning. The response given by students about understanding the material, most of them stated that it was good as many as 48 students. 41 students stated very well, even 11 other students stated quite well.

**Effectiveness of PAI Lectures**



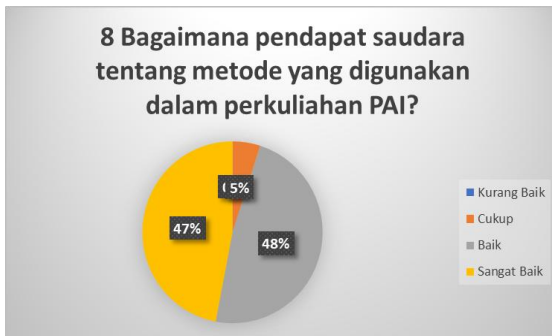
Most students stated that the effectiveness of PAI lectures was good. This is because in its implementation, lecturers use a variety of media and methods. So that students easily understand the material presented and can follow the lecture well.

**Ability and competence of lecturers**



The majority of students stated very well on the ability/competence of lecturers in delivering the material. The PAI material delivered is in line with their scientific background, so that every question asked can be answered well. The way and language used by lecturers in teaching is also adjusted to the background of students, so that good relationships and communication are established in teaching. In addition, lecturers provide opportunities for students to ask questions and respond, respond and provide input. This makes them feel respected and valued.

**Methods used**



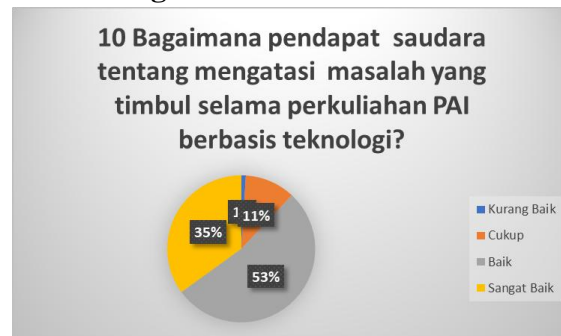
The use of methods is used in a varied manner, by combining various methods that are adjusted to the objectives to be achieved. The way of using such methods received a good response from the students. Besides not being boring, using more than one method makes the learning atmosphere more enjoyable.

**Interaction/communication process**



Interaction between lecturers and students is always maintained and goes well. This is based on the results of student responses which stated well as many as 51 students. Interaction / communication is usually related to lecture problems, ranging from schedules, delivery of material, assignments to other preparations. This interaction can be done during lecture time and outside of lecture hours, if there are problems that arise. Therefore, the lecturer must be ready to respond to the information submitted.

**Addressing Problems that Arise**



When asked this question, most students stated that they were good at overcoming problems that arose during lectures. Many ways are done when experiencing problems. One of them is by varying the media used during lectures. If you find a problem with the flatpon used, you can immediately replace it with another flatpon, so that the lecture continues well.



## DISCUSSION

The Islamic Religious Education course is a general course that must be attended by every Sriwijaya University student, which is held in odd and even semesters. During the covid-9 pandemic, the implementation of Islamic Education lectures utilised technological advances as learning media. Activities like this aim to break the chain of covid transmission so that it is not too broad.

Media is something that is very important in learning. As a tool for a teacher in teaching and as a means of carrying messages from learning sources to recipients (students), the media also functions as a presenter and distributor of messages, and can even represent learners in conveying information to students (Joyce Bruce. Et al. 2000). The use of learning media is very necessary, especially during the pandemic. In order for learning to run well, the use of online media is the best way that must be used in delivering lecture material. Learning like this from anywhere and anytime, can reach an unlimited distance material can be stored online, (Darmawan, 2011; Kuntarto, 2017; Maudiarti, 2018; Waryanto, 2006; Wicaksono & Rachmadyanti, 2017)..

The implementation of online PAI lectures using various platforms, including Whatsapp, E-Learning, Zoom meetings, and Google meetings. These online lecture activities can facilitate learning activities and other communication activities (Darmawan, 2011; Windhiyana, 2020). In implementing online learning between lecturers and students have their respective roles, namely lecturers act as facilitators while students are constructors (Clark & Mayer, 2016; Windhiyana, 2020). (Clark

& Mayer, 2016; Maudiarti, 2018; Zhang, Zhao, Zhou, & Nunamaker Jr, 2004).

The implementation of online learning does not always run smoothly and smoothly, but sometimes causes various challenges and obstacles that are felt by all parties. The forms of obstacles experienced by students, teachers and parents in general (Purwanto, 2020) include lack of mastery of technology, occurrence of signal interference and weak networks, limited internet quota costs, and limited devices used. All of these obstacles can lead to poor communication and interaction in lectures.

In education, success in the learning process is expected. To overcome the problems that arise so as not to be protracted and to know the level of success that has been achieved, it is necessary to have appreciation from students, namely in the form of responses given to the efforts made by lecturers. Information about student responses is needed, and in cybernetic learning theory it is explained that information is the main key in the success of an individual to digest a new knowledge for himself.

The learning process is important in determining students' learning outcomes. As a joint effort to share and process information between teachers and students, the learning process must involve three aspects, namely psychomotor, cognitive aspects and affective aspects. In addition, the success achieved in learning can be seen through the responses given by students during the lecture (Agustya, 2017). This shows that the response of students is something that is important and commonly encountered in the learning process. As in Skinner's theory which says that in

learning the following things are found: (1) the opportunity for an event that gives rise to a learning response; (2) the learner's response; (3) the consequences that are using the response either consequences as a reward or reprimand or punishment (Syaiful Sagala, 2013: 14).

In addition, the responses given by students can be used as an evaluation of the performance of lecturers during lectures. With the information obtained, it can be used as a reference for making improvements and changes in the future in order to create success in the implementation of lectures.

## CONCLUSIONS

Based on the above description, it can be concluded that: 1. The implementation of PAI lectures is by using various technology-based media including Whatsapp, *e-Learning*, Zoom meeting application, and Google meeting as well as other hardware and software devices. 2. The appreciation given was that most students stated that it was good for the implementation of technology-based PAI lectures.

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